

Name\_ Holly Griffith

## Lesson Plan Template

**Learning Segment Focus-** Earth and the planets

**Lesson of topic-** Earth and the planets

**Date-** November 6th, 2022

**Grade-** 1st

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Students will learn about about earth, and the different planets.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	The students already know the names of the other planets
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	Learning about the earth and the purpose of the different planets can help them understand space.

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	Earth Jupiter Uranus Mars Venus Mercury Neptune Saturn
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### Academic Language Support

What are the <b>Academic Language Function(s)</b> (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned <b>Academic Language Supports</b> will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of	Learning how to correctly identify each planet and its place in space, can help the students to understand space.  During the lesson I will ask questions like what order do the planets go in, and how far are each planet from each other. Asking these questions will address the academic language demands.
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Academic Language development? How do these supports address all three <b>Academic Language Demands</b> (vocabulary, syntax, and discourse)?	
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### Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	materials needed for this lesson will be powerpoint over the planets, and ipad
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Students will need copy of powerpoint and their ipads

### Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what <b>YOU</b> (teacher) will be doing and/or what <b>STUDENTS</b> will be doing during this part of the lesson. (This should be <b>VERY DETAILED</b> )
Day 1	<b><u>Introduction:</u></b> <b><u>Introduce the different planets again and their place in space</u></b>	teacher- Begin by telling all students to sit in their seats quietly. Tell them the goals of the lesson. Pass out copy of power point to each student.  Student- Sit in desks quietly. Write name on powerpoint copy. Highlight things the teacher tells you.
Day 2	<b><u>Instruction:</u></b>  Learning the distance between the planets and the purposes of each planet.	Teacher- Ask students what they learned yesterday as a recap of the lesson. Ask students to get out their powerpoints from the day before. Tell them the goals of the day.  Student- Sit in desk quietly. Get out powerpoint from the day prior. Learn the distance between the planets and the purpose of each planet.
Day 3	<b><u>Closure:</u></b>	

	Explore OLogy and learn more about the planets.	<p>Teacher- Ask students to get out their ipads and go to the website OLogy. Ask students to go to the astronomy section. Tell them to explore it and see what they can learn using the site.</p> <p>Student- Get out Ipads, Go to the website OLogy, and go to the astronomy section, begin exploring and see what you can learn from this site.</p>
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## Technology Integration

<p>Provide your <b>rationale</b> for your technology choices that accurately reflects those choices within your teaching context. <b>Identify</b> what technology(s) you are using as part of your lesson plan. <b>Describe</b> how the use of technology aligns to your learning objectives, content standards, and central focus. <b>Explain</b> how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). <b>Specify</b> how the technology selections meet or exceed the needs/strengths of all students. <b>Justify the “fit”</b> of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	<p><b>Using technology to enhance a lesson can be beneficial for students, by learning that technology can be a teaching tool, can help provide them with more means to learn, rather than just being in the classroom. Students can learn by using technology too. In this lesson, the technology I am using is the website OLogy. The use of this aligns with my learning objectives because OLogy is a science website that lets you learn from various different topics. The fit of technology can meet or exceed the needs of all students because some students may not learn just by listening to a lesson. BY incorporating technology into the lesson, it can provide a hands on learning experience.</b></p>
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## Accommodations/Modifications

<p>How might I <b>modify</b> instruction for:  <i>Remediation?</i>  <i>Intervention?</i>  <i>IEP/504?</i>  <i>LEP/ESL?</i>            (All students who have plans mandated by federal and state law.)</p>	<p>.Modifying instruction for students who may have disabilities, behavioral issues, or different learning styles is a must in the classroom because not every student can learn the same way.            remediation- Provide more attention to detail to students and one-on-one time with them.            Intervention- Provide student with opportunities to learn using different methods            IEP/504- Provide students with specialized instruction            LEP/ESL- provide students with opportunities for one-on-one or group lessons to help .</p>
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## Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b>            (All students who are not on specific plans mandated by federal and state law.)</p>	<p>Providing a range of techniques and learning styles can help provide students with a better understanding because every student learns differently. If you are teaching using a powerpoint, maybe print the powerpoint out and give it to students to have hands-on, If you have an activity that uses hands-on activities, provide different methods to help teach it using different techniques.</p>
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## Assessments: Formative and/or Summative

Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Summarative, Asking the student to explore the site OLogy and asking them what they have learned after is summarative.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

### Research/Theory

Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research</b> .	
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### Lesson Reflection/Evaluation

What went <b>well</b> ? What <b>changes</b> should be made? How will I <b>use assessment data</b> for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

\*adapted from:

<http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/ed3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;  
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;  
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